

# Unit Planning Guide: Grade 8 Unit Week 1-5

Unit Title: Navigating a Great Narrative-Researching Myself!	Pacing (Duration of Unit): 5 Weeks
Grade: 8	Buffer Day(s): 3-5

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

#### *Writing*

**W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

**a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**

**b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**

**c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.**

**d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**

#### **WIDA for English Language Learners**

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

<p><b>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</b></p> <p><b>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> <p><b>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</b></p> <p><b>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b></p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on other’s ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>d. Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>L.8.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Spell correctly.</p> <p>L.8.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	

**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

<p>Big Ideas</p> <p>*A great narrative uses a variety of effects to engage the reader.</p> <p>*Writers use a variety of techniques to convey theme.</p> <p>*Word meaning can be determined by clues in the text.</p> <p>*Evidence is necessary to support an argument.</p>	<ul style="list-style-type: none"> <li>• <b>Essential Questions</b></li> </ul> <p>How does a good writer invite someone into their life?</p> <p>Where do great writers get ideas to write about?</p> <p>How does literature help us understand ourselves and others?</p>
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Acquisition (*Mostly assessed through traditional summative assessments)	
<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• That evidence is used to support an argument.</li> <li>• Theme and main idea.</li> <li>• The elements of a narrative.</li> <li>• Techniques to use to write a great narrative.</li> <li>• The elements of a story, such as plot, character, and setting.</li> <li>• That there are various ways to determine word meaning in a text.</li> </ul> <p>Academic Vocab: Reflection Qualify Justify</p> <p>Strongly suggested anchor text: “Mrs. Flowers” by Maya Angelou</p>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom’s Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• Citing evidence to support a claim. (comprehend)</li> <li>• Inferring the theme in a piece of fiction.(analyze)</li> <li>• Writing a narrative.(know)</li> <li>• Utilizing narrative techniques effectively.</li> <li>• Incorporating transition words into their writing.</li> <li>• Writing with vivid language.</li> <li>• Identifying and analyzing elements of a narrative</li> <li>• Determining the meaning of unknown words in a text.</li> </ul>